



Bethel Elementary

111 Bethel School Road
Simpsonville, South

Grades	K-5 Elementary School	
Enrollment	1,128 Students	
Principal	Mrs. Brenda Byrd	864-355-4100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

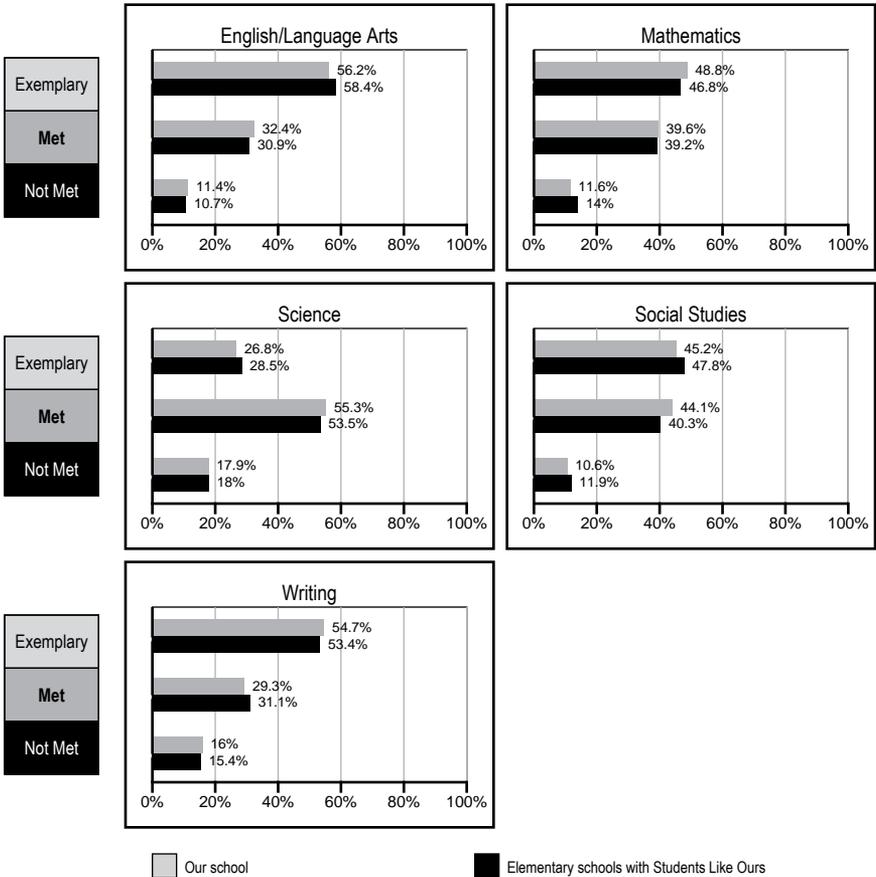
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	1	2	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,128)				
First graders who attended full-day kindergarten	96.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	1.1%	1.9%
Attendance rate	97.1%	Down from 97.3%	96.7%	96.3%
Eligible for gifted and talented	23.0%	Down from 25.6%	25.2%	10.0%
With disabilities other than speech	7.1%	Down from 9.3%	5.8%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	54.8%	Up from 54.7%	65.7%	59.4%
Continuing contract teachers	90.3%	Up from 82.8%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 89.3%	87.6%	85.9%
Teacher attendance rate	95.5%	Down from 95.6%	95.0%	95.1%
Average teacher salary*	\$48,008	Up 2.9%	\$48,502	\$47,149
Professional development days/teacher	17.4 days	Down from 18.6 days	10.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.8 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 92.0%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,451	Up 9.3%	\$6,914	\$7,458
Percent of expenditures for instruction**	74.0%	Down from 74.7%	73.2%	68.8%
Percent of expenditures for teacher salaries**	69.4%	Down from 69.6%	68.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bethel Elementary serves over 1,100 students in grades K-5. Our award winning school has a history of academic excellence. Bethel has been recognized as a National Blue Ribbon School of Excellence, Red Carpet Award winner, and SCPTA Parent Involvement School of Excellence.

The faculty, staff, and community recently updated our school portfolio to guide our direction for the future and to comply with accreditation requirements. Our school goals focus on academic achievement, professional development, and community relations. Specific strategies were developed to support the attainment of each goal.

Our PTA actively supports our school through fundraising and volunteer efforts. Parents have a wide range of opportunities to be involved in their children's education. The active involvement of the school's PTA helps provide integral programs that benefit all children at Bethel. Our PTA sponsors special activities such as the carnival, silent auction, school dances, book fairs, and guest author.

Technology integration is an important aspect of the elementary curriculum at Bethel. Teachers and students utilize technology on a daily basis while teaching and learning. Our school is equipped with four computer labs and one mobile laptop lab. Most classrooms contain interactive white boards such as Smart Boards and Prometheans. The school plans to purchase additional interactive boards in the future. Our district provided us with access to Compass Learning beginning this year. This web-based computer program provides individualized instruction and practice for students at school and at home.

Our school implements the principles of Continuous Quality Improvement. Teachers utilize Quality Tools in their classrooms to enhance the learning process. Students take ownership of their learning and use data to track their progress. We enjoy celebrating the successes attained by our students!

Brenda D. Byrd, Principal
Wendy Pavia, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	169	82
Percent satisfied with learning environment	96.9%	83.9%	84.1%
Percent satisfied with social and physical environment	98.4%	85.1%	85.2%
Percent satisfied with school-home relations	100.0%	89.2%	85.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	607	100	11.3	32.1	56.7	93.8	84	82.8	Yes	Yes
Gender										
Male	292	100	13.7	31.3	55	92.4	80.8	79.3	N/A	N/A
Female	315	100	9	32.8	58.2	95	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	404	100	6.4	27.6	66.1	95.7	89.5	89.5	Yes	Yes
African American	125	100	26.3	48.2	25.4	86.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	30	100	6.9	31	62.1	93.1	93	92.3	I/S	I/S
Hispanic	31	100	18.5	40.7	40.7	96.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	73	100	40	25.7	34.3	71.4	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	23.3	33.3	43.3	86.7	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	174	100	26.5	40	33.5	85.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	605	100	11.4	39.2	49.4	92.4	80.9	78.9	Yes	Yes
Gender										
Male	290	100	12.2	36.3	51.4	91	79.6	77	N/A	N/A
Female	315	100	10.7	41.8	47.5	93.6	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	404	100	5.4	38	56.6	96.4	87	87.2	Yes	Yes
African American	123	100	32.5	46.5	21.1	77.2	66.3	66.7	Yes	Yes
Asian/Pacific Islander	30	100	10.3	13.8	75.9	93.1	94.3	93	I/S	I/S
Hispanic	31	100	11.1	59.3	29.6	96.3	75.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	73	100	35.7	31.4	32.9	72.9	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	16.7	53.3	30	93.3	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	25.2	51.6	23.2	83.2	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	400	100	17.7	54.8	27.5	82.3	71.3	67.5
Gender								
Male	183	100	18.4	48	33.5	81.6	70.8	67
Female	217	100	17	60.7	22.3	83	71.8	68
Racial/Ethnic Group								
White	259	100	9.1	58.7	32.3	90.9	79.5	79.5
African American	83	100	41.6	50.6	7.8	58.4	53	50.3
Asian/Pacific Islander	25	100	12	48	40	88	86.9	84.3
Hispanic	22	100	40	40	20	60	61.1	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	50	100	44.7	31.9	23.4	55.3	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	26	100	33.3	41.7	25	66.7	60.4	59.6
Socio-Economic Status								
Subsidized meals	120	100	39.1	49.1	11.8	60.9	57.5	55.1
Social Studies								
All Students	398	100	11	43.3	45.7	89	75.7	72.3
Gender								
Male	194	100	13.9	32.6	53.5	86.1	75.1	71.5
Female	204	100	8.2	53.6	38.3	91.8	76.3	73.2
Racial/Ethnic Group								
White	269	100	7.3	40.2	52.5	92.7	81.7	80.7
African American	83	100	21.5	55.7	22.8	78.5	61.5	60
Asian/Pacific Islander	19	100	10.5	31.6	57.9	89.5	88	88.5
Hispanic	17	100	12.5	43.8	43.8	87.5	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	48	100	25.5	31.9	42.6	74.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	19	100	33.3	33.3	33.3	66.7	69	67.9
Socio-Economic Status								
Subsidized meals	107	100	21.2	55.6	23.2	78.8	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	600	98.3	15.8	29.4	54.8	84.2	72.9	70.2	97.1	96.5
Gender										
Male	291	96.9	18.5	32.6	48.9	81.5	66.4	63.2	97.2	96.4
Female	309	99.7	13.4	26.5	60.1	86.6	79.7	77.5	97.1	96.5
Racial/Ethnic Group										
White	401	98.5	10.9	27.1	62	89.1	80.5	79.1	97.1	96.3
African American	121	98.4	30.4	40.2	29.5	69.6	57.1	57.6	97.2	96.5
Asian/Pacific Islander	30	96.7	10.7	14.3	75	89.3	87.3	86.2	97.7	97.6
Hispanic	31	96.8	34.6	26.9	38.5	65.4	61.3	62.6	97.2	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	93.6	95.2
Disability Status										
Disabled	68	85.3	57.1	28.6	14.3	42.9	28.4	26.1	96.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	34	100	37.9	20.7	41.4	62.1	60.5	61.2	97.5	97.2
Socio-Economic Status										
Subsidized meals	161	98.8	34.7	34.7	30.6	65.3	58.8	58.9	96.5	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	219	100	8.6	24.4	67	91.4
	4	195	100	15.8	33.2	51.1	84.2
	5	193	100	9.6	39.9	50.6	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	218	100	13.9	36.4	49.8	86.1
	4	195	100	12.1	37.4	50.5	87.9
	5	192	100	7.9	44.4	47.8	92.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	107	100	16.3	54.8	28.8	83.7
	4	194	100	20.5	53.7	25.8	79.5
	5	99	100	13.2	57.1	29.7	86.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	111	100	7.5	40.6	51.9	92.5
	4	194	100	11.1	45.8	43.2	88.9
	5	93	100	14.9	41.4	43.7	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	217	98.2	14.1	20	65.9	85.9
	4	194	98.5	21.3	39.9	38.8	78.7
	5	189	98.4	12	29.1	58.9	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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